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ABSTRACT

This booklet is designed to assist community colleges in the design and implementation of staff and organizational development programs and reviews relevant issues and provides practical ideas for successful development efforts. After chapter I briefly introduces the audience for and intent of the booklet, chapter II describes 12 development program success factors: obtaining top management support; assigning responsibility; tailoring the program to individual college needs; emulating professional seminar/workshop conditions; emphasizing application, not theory; including take-with materials; starting and ending on time; enhancing participants' self-esteem; ending with an action plan; and evaluating results. Chapter III describes specific activities for beginning a development program; e.g., obtaining presidential commitment, assigning responsibilities, and forming and orienting a steering committee. Chapter IV discusses needs assessment activities such as determining current activities and perceived needs, and listing and assigning priorities potential areas of emphasis. Chapter V examines program design, stressing the need to respond to the top three employee desires, include all staff in the planning process, consider overlapping activities, and develop objectives during the planning phase. Chapter VI addresses program implementation considerations, including delivery mechanisms, program marketing strategies, materials development, and sample activities. Finally, chapter VII reviews evaluation and assessment strategies. Appendixes include a survey to assess staff development activities occurring and/or planned, an objectives sheet for a development workshop, and a workshop promotional flyer. (PAA)

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How to Develop, Market and Manage a Comprehensive Staff and Organizational Development Program

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By

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Lynn Sullivan Parker

OCTOBER 1988

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FOREWORD

The community college movement is at a challenging point in its history. Gone are the days of widespread enrollment growth, extensive building campaigns and numerous position openings. Resources are on the decline in many states and holding steady in others. Yet, now more than ever, we must be responsive to the changing needs of our communities.

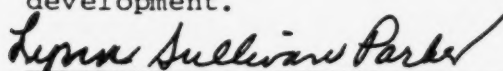
College administrators are now focusing on "reallocating resources." This often implies a reduction in force and/or program withdrawals. Many of our colleges have an aging faculty and staff, accompanied by minimal turnover. While we value our long-term employees, our organizations have a significant need for new ideas, fresh perspectives and high levels of motivation and productivity.

Yes, resources are scarce, yet we need new skills and new visions. Fortunately, the potential to respond to these dynamic needs is present at each of our institutions--in our current employees.

Most colleges allocate 70 to 80 per cent of their budgets to human resources; however, these expenditures are primarily in terms of salaries and benefits. Education is a labor-intensive industry. Our capital is human capital. It is through our staff that we develop and deliver our services and products. Our faculty are our products in a sense. And it is through our employees that we succeed or fail in our efforts to serve our communities.

The conclusion is inescapable. Our only positive choice is to focus on the continual development and revitalization of our human resources--and to commit resources to this endeavor.

Many of you are beginning or expanding staff development programs. We were involved in this challenge several years ago, and in this publication offer some of the things we learned along the way. In putting this piece together, we decided that we wanted a practical down-to-earth rendering that interested folks could leaf through quickly. We hope it is helpful to you. We wish you success as you enter the exciting world of staff development.


Lynn Sullivan Parker


Vernon A. Magnusen

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About the Authors

How to Develop, Market and Manage a Comprehensive Staff and Organizational Development Program



Chapter I: Introduction

If you have just been assigned the responsibility for staff and organizational development, congratulations! You are about to embark on one of the most exciting journeys of your career.

It seems that in many parts of the country, community colleges have entered a "doom and gloom" phase. Concerns are present about declining enrollment and declining financial support. It is no longer as easy to find new positions as it once was and many individuals have been at their colleges ten to fifteen years or longer.

We do not see the above as problems but as exciting challenges, opportunities to focus on the number one strength of all organizations--people. We see the emergence of staff and organizational development as a focal point in colleges throughout the country--a unique opportunity for colleges to regain the excitement and vitality they once had.

For years, we have served the educational needs of the public; now, it is time to direct a similar effort to our own staff.

This booklet is designed to remove the "mystery" from staff and organizational development and to provide you with a wealth of practical ideas that can make your college's program an outstanding one.

Chapter II: Overview--12 Success Factors

Whether you are directing a program for a small, single campus college or a large, multi-campus system, "success factors" remain the same.

The next few pages contain twelve success factors, along with a brief commentary on each. As you progress through the booklet, a number of these will receive more specific treatment:

Success Factor #1: Obtain top management support.

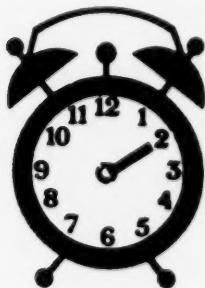


The support of the president of your college, along with the support of other campus leaders, is critical to the success of your program.

An ideal situation would include the college adopting a statement recognizing the importance of staff and organizational development, the participation of the president and other campus leaders in a variety of the activities, and a commitment to permit employees to participate whenever possible.

"Support" includes the concept that if staff development is a college priority, then programming during regular working hours with provision for released time for participation is an integral component.

Success Factor #2: Assign specific responsibility.



If everyone is responsible, then no one is responsible. One individual should be assigned primary responsibility for developing, managing and marketing the comprehensive staff development program at your college.

This does not mean that other areas can dismiss their responsibility for staff development. It does mean that there must be a coordinated effort, with a single individual responsible for knowing what is

occurring throughout the college in this major area. We see this individual as similar to an orchestra conductor, who occasionally picks up one or more instruments to play a featured role.

Success Factor #3



Tailor programs to your college's individual needs.

There are a variety of "off-the-shelf" programs that may, with some modification, meet the needs of your people. Programs in time management, customer service, telephone techniques, listening skills, etc. all tend to have common components.

Your modifications will be needed to ensure that local needs at your site are addressed.

One way to assure that needs are being addressed is to prepare detailed objectives of every program and activity you plan to offer. By constantly asking yourself, "What are the reasons (objectives) for offering this program?", you will find that you will soon develop a "needs-based" approach to staff development.

(Note: Whenever "program" is used, you may also substitute "activities" as there are a variety of other staff and organizational development experiences which you may want to implement.)

Success Factor #4



Prepare/deliver quality programs.

Maintaining a high standard of quality in the development and delivery of programs and activities is absolutely critical to success.

Whether you rely primarily on in-house trainers or external consultants, the credibility of your entire effort will rest on the quality of programs. One poorly prepared or presented program can "turn off" individuals, and destroy the careful "cultivation" of support that is so essential to success.

Success Factor #5

Emulate professional seminar/workshop conditions.



Prior to beginning local programs, it is recommended that the individual in charge of staff development attend several professionally prepared seminars or use a consultant who comes highly recommended by other colleges. This experience will provide you with first-hand knowledge of the attention to details that change "average" programming into "professional" programming.

Where possible, name tags and table tents should be provided. Certificates of completion should be provided to each participant. Seating should be appropriate for the type of activity planned. Overheads or other audio-visual materials should be prepared with large enough type so that all participants can easily follow the materials.

Participation should be built into every presentation. Professional looking handouts--and where possible workbooks--should be used. Finally, wherever the situation permits, the program should culminate with an action plan of some type as well as with an evaluation of the program.

Success Factor #6

Emphasize application, not theory.



People generally find "theory" rather dull and are much more interested in the question, "How can I apply what I am learning to my own job, my own interests, my own needs?"

One of the more successful techniques is to bring in applications from other fields as this adds another dimension to the program. People enjoy hearing how IBM is solving a problem how Disney World orients its new employees, how Scandinavian Airline Systems responds to customers, or how Lee Iacocca motivates employees. A wealth of ideas are available by studying successes in other fields.

Where possible, use as much variety in presenting programs as possible.

Success Factor #7

Build in participation and fun.



Workshops should not be "dull" even when a serious topic is being covered. Programs should always be lively and exciting. A variety of exercises involving participants not only adds to the interest but assists in reinforcing the material presented.

People like to have fun. Where possible, build in enjoyable experiences, experiences that will make them want to come back for more.

Success Factor #8

Include take-with materials.



Rarely will you find a professional seminar advertised that does not emphasize the fact that each participant will receive certain specific items. Generally these include a certificate of attendance and a take-with workbook.

Certificates may seem unnecessary, particularly to individuals who have earned advanced degrees and have numerous opportunities for recognition. Experience has shown, however, that most people do want certificates and appreciate this extra effort.

Workbooks are even more desirable. We have found that if we present a workshop at a conference and are competing with a number of other workshops in the same time slot, the statement "Each participant will receive a workbook covering the major items in the presentation," will assure good attendance at our session.

Success Factor #9

Start, end on time.



Professional activities begin on time. Beginning a program late not only penalizes those who arrive on time but sends a signal that the presenter's concern for the time of the participants is minimal.

Similarly, many participants have made commitments following the program and therefore, programs should always end on time. If the presenter is able to stay and can be available for those wishing to continue discussions, this is entirely appropriate. But the ending time should be announced and the program officially "closed" on time.

Success Factor #10

Enhance participants' self-esteem.

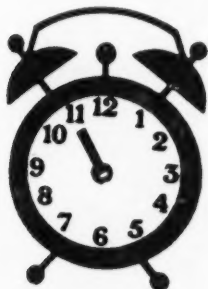


Adhering to the major educational principle, the Law of Effect--success breeds success--make sure that participants have successful experiences, experiences that will enhance their self-esteem. If you do, you will not only have repeat "customers" but will develop a cadre of supporters that will develop the credibility so necessary for a successful program.

Care must always be taken to assure that no participant's self-esteem is threatened through participation exercises or other activities built into the program. Frequently, various inventories are appropriately included (eg. stress inventory) and the privacy of responses should be honored.

Success Factor #11

End with an action plan.



Too many programs end with a very enthusiastic group of participants ready to charge into a new area, only to have the energy dissipate when no formal plans for implementation occur.

Where possible, each program should conclude with some sort of action plan, a plan of what the participant is going to do with the new skill or knowledge gained in the workshop.

If a group is addressing a common problem (eg. the need to improve the running of meetings), a group-developed action plan is especially valuable.

Success Factor #12 Evaluate results.



A variety of evaluative instruments will be discussed in this monograph, but the major principle is that every staff development activity should be evaluated. Evaluation can range from a basic open-ended opinion form completed by participants to a formal assessment of impact of the program presented. The more closely the evaluation measures actual results, the better.



**...and now, on with the "nuts & bolts" of
staff & organizational development.....**

Chapter III: In the Beginning

Concentrate Your Efforts on Six Components

One peculiarity you will discover as you begin your exciting staff and organizational development position is that there tends to be significant overlap between areas.

For simplicity in understanding key areas, we have developed a Staff/Organizational Development model, containing the major components you need to address:



You will find as you begin to identify your college's current activities and develop new ones that it is not always possible to fit each activity into one specific area.

New employee orientation, for example, certainly fits "Orientation" but it also has a professional development, a team building, a recognition/appreciation and an organizational development component. We simply assign activities to the category we feel is primarily related.

The six component model does, however, permit you to analyze what is currently occurring and to determine where additional attention may be required.

If you discover, for example, that all of your activities tend to be in the category of Professional Development, you may wish to concentrate efforts on other major areas.

Obtain Presidential Commitment/Budget

The first major step in assuring a successful program is obtaining presidential commitment, followed closely by the determination of a budget.

Whether the amount is small or large, it is essential to have a definite budget so that adequate planning can be made of the most productive ways to invest the funds available.

It is also highly desirable to have an endorsement by the college's governing board as this adds credence to the priority placed on this major area.

Assign Primary Responsibility

Assigning responsibility for the overall direction of the program is also an essential success factor.

Form Steering Committee

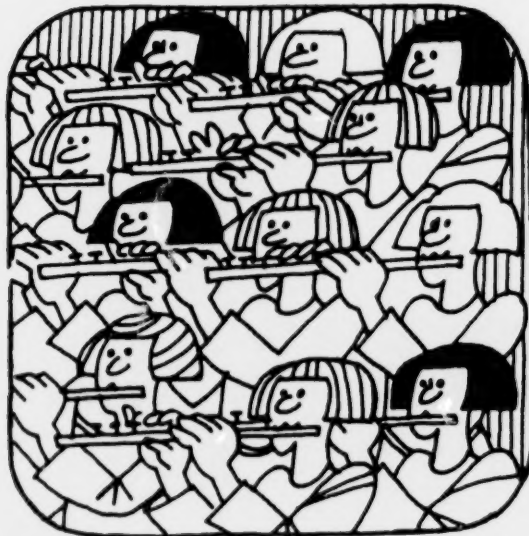
Differences of opinion exist as to whether or not a single steering committee is appropriate. Some colleges establish two separate committees, one for professional staff and one for classified staff. (Some colleges differentiate classifications in other ways such as "exempt" and "non-exempt" or use special terminology such as "confidential employees.")

The authors suggest that one committee is far better, as it serves to create a sense of unity at the college. One successful model includes four representatives from each employee group with sixteen total members with the staff development director and assistant serving as co-chairs.

The co-chair is a faculty member assigned to the Staff Development Office on a released time basis.

We would encourage such faculty involvement, with a variety of faculty rotated through the assignment. This broadens understanding of the staff development effort and serves to increase faculty "ownership" of the process.

Orient Steering Committee



Because staff and organizational development in colleges is a rather new priority, it is desirable to use the first meeting as an orientation meeting to be sure that representatives understand their role.

We used a combination overhead projector/flip chart approach and a variety of the materials presented in this booklet to orient our committee.

Chapter IV: Assessing Needs

Determine Current Activities/Perceived Needs

You will be surprised at the variety of staff development activities currently occurring on your campus as you conduct a "status study." (A page from a status study is included in Appendix A for your information.)

As seen by the form, if you determine what is occurring by using the six categories presented in the organizational process chart, you will be able to determine where areas of emphasis may need to occur.

After completing the status study, it is then desirable to conduct a similar study of perceived needs. One of the principles we follow is that for all practical purposes "perception and reality" are the same.

If your organization is like ours, you will find that each of the employee groups has definite ideas of what the other employee groups need. This information is especially valuable as you begin to develop a "feel" for the needs of your organization.

List Potential Areas of Emphasis

Potential areas of emphasis should be listed under the six major categories. A further, helpful breakdown is to list the employee groups that would be appropriate markets for the activities/programs listed.

Prioritize (Top 5)

Your role may appear "overwhelming" after you and your steering committee have compiled various lists of needs, but it is essential to note that activities and programs develop rapidly, especially if a structured planning format is used.

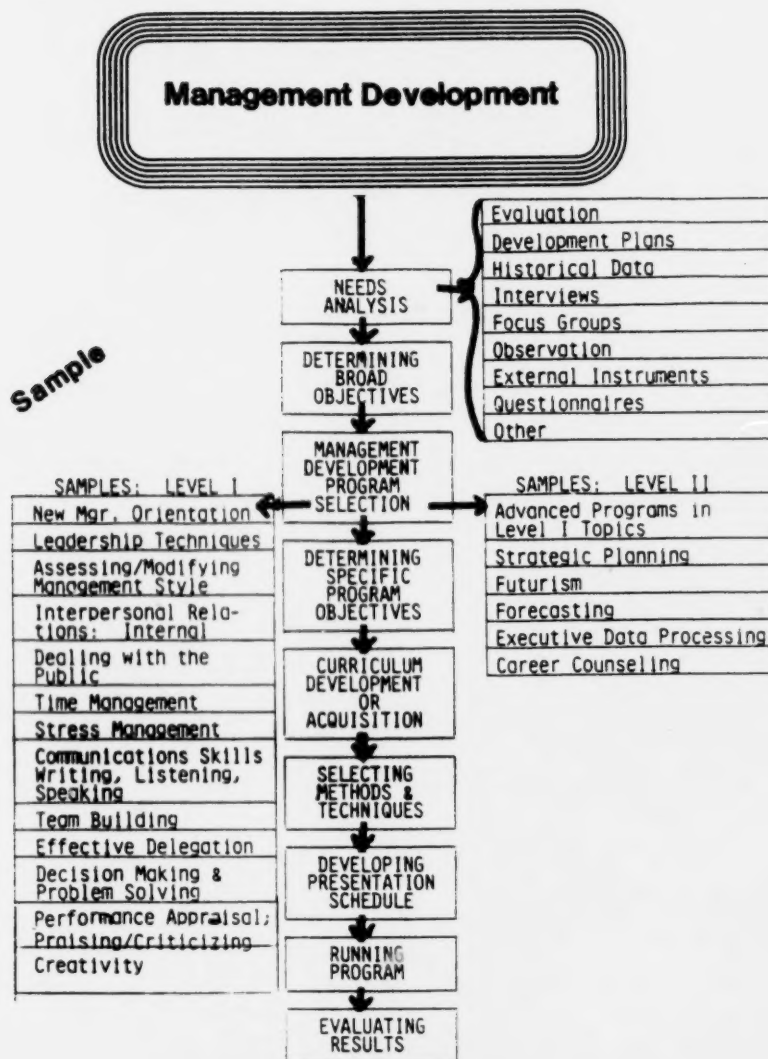
Chances are your list of needs will be long. This will reinforce your justification for support of--and financial commitment to--staff development activities.

Later in this booklet, we will review almost 60 activities/programs that have been developed at one college for a program that has been in operation for only three years.

We suggest you begin by identifying five top priorities, and then concentrate on getting one or more "off and running." For individuals beginning a formal program, we would suggest the determination of priorities from a combination of some form of questionnaire with observations from members of the Steering Committee.

After a program is underway, more advanced methods such as interviews or focus groups can be employed.

The "Management Development" chart that follows provides a visual picture of how one college proceeded through analysis and developed a listing of program areas needed at a basic level (See Samples: Level I) and advanced level (See Samples: Level II) for management personnel.



**Professional Development:
Management Development**

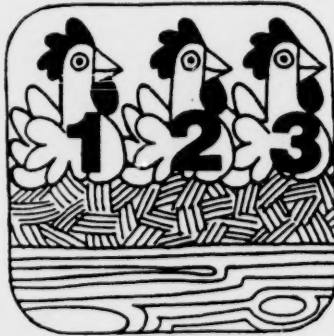
This chart also indicates a variety of methods for determining needs including:

- Evaluation
- Development Plans (Evaluation process results)
- Historical Data
- Interviews
- Focus Groups
- Observation
- External Instruments
- Questionnaires
- Other

Chapter V: Designing the Program

In the final analysis, staff and organizational development activities are directed to the most important resource of any organization--its people. Programs and services, therefore, must be developed in the context of their impact on human resources.

Respond to Top Three Desires of Employees



A study included in Boardroom Reports, reporting a survey by Professor Kenneth Kovacs, George Mason University, asked employees to rank a variety of "wants" from the work setting.

Included in the list were good pay, job security, promotion and growth, good working conditions, interesting work, tactful discipline, feeling of being in on things, help with personal problems, loyalty to employees, and full appreciation for work done.

The top three "wants" in order of preference were:

1. **Interesting work**
2. **Full appreciation of work done**
3. **Feeling of being in on things**

This study is of particular interest to those of us in staff and organizational development because many of our programs and activities are designed to address these areas.

A second study with major implication for staff and organizational development is a survey of the causes of satisfaction/dissatisfaction as reported by 1,685 employees (Source Unknown).

The study indicated the top six satisfaction factors to be Achievement (42%), Recognition (32%), Work Itself (22%), Responsibility (21%), Advancement (12%), Growth (8%). Staff and organizational development activities can play a major role in each of these areas.

Include All Staff in Your Planning

Under the assumption that each employee is of equal importance to the success of the organization--although each plays a different role--it is highly recommended that staff and organizational development activities be planned for all employee groups.

One college (Triton--River Grove, Illinois) sees as its "market" for staff and organizational development, the following types and numbers of personnel:

Administrators.....	40
Mid-Management.....	60
Classified.....	220
Hourly/Temporary.....	540
Full-Time Faculty.....	220
Adjunct Faculty.....	600
Total.....	1680

It is not reasonable to expect that efforts will reach every one of the 1680 individuals, but it is essential that one or more components be available to personnel in each of the categories so that anyone may participate if he or she chooses to do so. Although some programs are mandatory (eg. new employee orientation), the vast majority are optional.

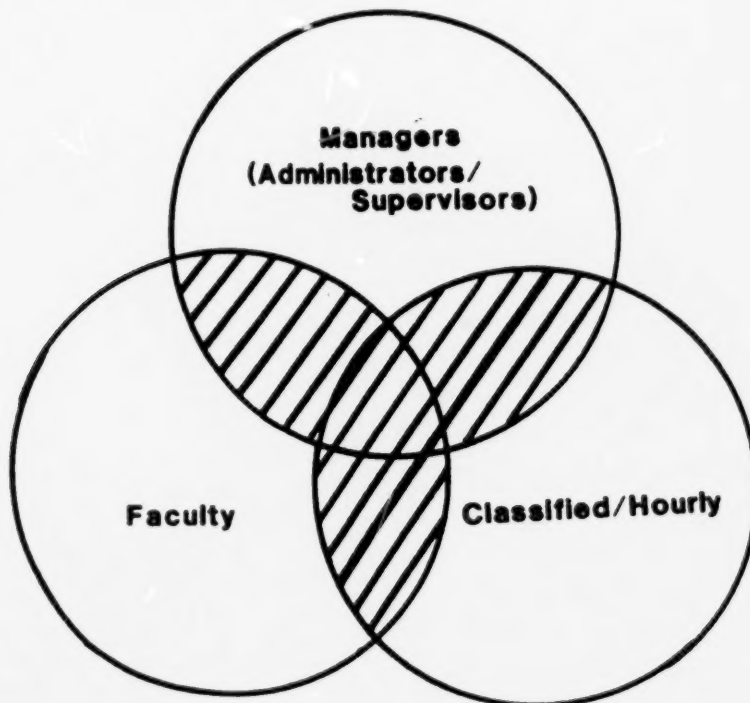
A major principle we apply is that "Every employee is a V.I.P" and frequently finds him or herself in the position of representing the college. It is mutually beneficial to encourage employees from all levels to participate in all components of your program.



Try not to overreact to the non-participating "naysayers" in your organization who will advance such thoughts as "We tried that before and it didn't work" and "Don't believe them, with their appreciation and recognition. They don't really care about us." Our experience is to disregard--and even ignore--the negative folks and concentrate efforts on the "neutral" and positive people. As more and more individuals are "turned on" to the value and excitement of your activities, you will find such overwhelming support that even the most negative people cannot detract from your efforts.

Consider Overlapping Activities in Offering Programs

Although we have found some colleges reluctant to "mix" employee groups, our recommendation is to offer as many activities as possible open to diverse employee groups. Graphically, we represent this concept below.



Our philosophy is that the more an organization can remove artificial boundaries from employee group to employee group, and the more a "one-college" concept can be pursued, the more easily it will be to generate enthusiasm and support for the mission of the college.

To us, true organizational development occurs as the smallest circle in the center--the circle of interest to all employees--becomes larger and each employee truly feels an equal part in the success of the college.

Develop Objectives as a Major Component of Planning

Now that you have your market firmly in mind and have conducted a needs analysis, it is essential that prior to any program or activity, careful attention is devoted to the preparation of specific objectives.



Someone once said, "If you don't know where you're going, you might end up someplace else," and this brief quote reinforces the need to prepare objectives for every program/ activity offered.

The simple process of thinking through the objectives of your program or activity is of major assistance in focusing on the elements that need emphasis. Occasionally, the process of preparing objectives will indicate that the activity/program considered may not be the best way of attaining the results desired.

We've included two examples of objectives. (See Appendix B & C). The first is a set of objectives for "The Key to Success--From Day 1 (Teaching Methods--Adjunct Faculty)" which has been prepared in a fairly formal manner.

The second example, "Motivation, Mice & Money," also includes objectives to be covered but is written in a "marketing" format, designed to whet individuals' appetites for the program. Typically, flyers publicizing the program would be prepared in this style.

Once again, we cannot over-emphasize that objectives must be carefully considered before the fact, whether you are planning an employee picnic or a formal, content-oriented program.

Chapter VI: Implementing the Program

Select One of the Top Priorities

The priority at the top of your list may be a program or activity that requires many months of planning. For example, new employee orientation was identified by all groups in one survey as an area of prime importance.

It was obvious, however, that the program required months of preparation, including selection of media, creation of a slide presentation, development of participant booklets, etc.

With any new program, it is essential to "get started," and show success early on. We chose to begin work on the orientation program but also worked simultaneously on a second area, one that could be implemented with a relatively small investment of time.

Take Advantage of a Variety of Delivery Opportunities

After determining objectives, the next major decision is to determine the best way to assure attainment of the objectives.

Just as there are a variety of programs that can be offered so are there a variety of program delivery opportunities. Following are eleven of these opportunities, ranging from in-house trainers to external consultants.

In-House Trainers: If you feel confident delivering workshops and seminars, we would urge you to get involved in this stimulating experience. In-house trainers can be one economical way of delivering quality programming. One word of caution is that as an in-house trainer you will be required to invest a large amount of research and program development time, especially as you move from your own area of expertise. One college plans on approximately 100 hours of development time to produce an original four-hour workshop.

Faculty Specialists: Frequently, there are a number of individuals on the faculty who are known for especially fine teaching techniques or other specialties. The use of faculty as occasional workshop presenters has two distinct advantages: (1) It provides a high degree of visibility to the individual and the successful practice being presented. (2) It provides a sense of ownership in staff development that only direct participation can provide.

If there is an expectation that the individual is to devote the same attention to developing the presentation, preparing handouts and delivering a quality program that external people would do, then we also highly recommend that payment be provided that is commensurate with the level of preparation.

Jointly Presented Programs: An excellent "team-building" process is to have a combination of personnel (eg. faculty member and administrator) present programs. This creates an opportunity for a unique, cooperative effort typically not found in educational institutions and again leads to a strong feeling of ownership.

Cooperative Programs--Adjacent Colleges: Frequently, a program of interest to one college may be of similar interest to an adjacent college. A program may be jointly sponsored and held at one of the campuses, with costs shared by both colleges. Frequently, external consultants can be employed by adjacent colleges, with air fare shared and consultant fees adjusted because of consecutive day consulting assignments.

Video Programs: For variety, a video "pretzels and punch" program can be offered in which individuals are invited to attend, view the video and share ideas. This requires little preparation and can be an effective method of stimulating new ideas. A variety of excellent videos can be purchased for nominal fees (an example is "Peak Performers" from Nightingale-Conant). One such program offered as an experiment by one college resulted in 50 participants and a very lively discussion.

Video Program/With Formal Presentation/Workbook: Some video programs (eg. "Meetings, Bloody Meeting" from Video Arts) are excellent as major components of workshops. The video serves to reinforce the key points of the program and serves as an excellent change of pace. With this type of program, take-with workbooks are typically used.

Video Program--Small Portion Video: Some videos (eg. "In Search of Excellence") have a variety of segments on multiple topics. Thus, for a program on customer service, the "Disneyworld" and "Stew Leonard's Market" segments fit well while the "3M" segment is more appropriate for a workshop on how to generate new ideas. In both cases, the use of video, even for a short period, adds "zest" to the program.

Teleconferences: One of the newer approaches to programming involves participating in teleconferences delivered from external sources. One college participated in an excellent teleconference on customer service "Service America." This is a relatively low cost approach--if technical equipment is on campus.

External Programs: A variety of low-cost programs are available in many areas on such topics as time-management, working with people, negotiating with people, leadership style, etc. Costs frequently are under \$100 for a day and these programs generally provide some valuable ideas for local use. If, however, a number of people can benefit from the same program, some thought should be given to bringing a consultant on campus as opposed to sending people to the external program. Usually, the per person cost will drop dramatically and the local college can also benefit from a program tailored to its needs.

External programs, of course, can also include regular professional conferences and certainly attendance at these events is a valuable source of development.

Locally Sponsored Management Programs: Many colleges have a department that specializes in offering workshops and seminars for the public. A title such as "Employee Development Institute" is used and excellent programming is provided. Frequently, opportunities exist for employees to participate on a low-cost or no-cost basis and here again is an excellent opportunity for professional growth.

External Consultants: Although a college may have highly skilled in-house trainers, consideration should be given to bringing in outside consultants to present workshops. One college with experienced in-house trainers typically schedules at least one external consultant program per semester. External presenters can present new points of view, new trends or new ideas and add a component of "variety" to local programming.

In cases where an office is staffed with a part-time person (or in addition to other time-consuming duties), the use of external presenters may provide a very effective, economical way to function.

Deliver Workshop/Activity

We cannot overemphasize the basic success principle of your entire program--make sure that everything you do is of the highest quality possible. It is always better to spend a little more time in preparation--or a few more dollars in costs--to deliver quality.

If in your judgment a program/activity will not meet the quality standard, don't offer it!

Market Your Program

You may have built the "best mousetrap in the world," but as the advertising people say, "If no one knows about it, don't expect any sales." The same principle applies to your staff development

programs and activities; thus, we have included several successful approaches you can take:

1. **PROMOTE! PROMOTE! PROMOTE!:** Keep information about your program in front of college management and employees at all times. You have at least two "markets" you will want to reach:

- **Managers
- **Employees

Managers need to know that you are actively working to make your program a success and that their allocation of resources to the project was a wise one. Employees will respond better if they see that your program is ongoing, and not a "flash in the pan."

2. **MONTHLY RULE OF THUMB:** A good rule of thumb is to not let more than one month go by without some kind of communication to each of your markets about what you are thinking about doing, planning to do or have done in your staff development program.

3. **COMMUNICATION IDEAS:**

Managers:

- **Send monthly memo to your boss summarizing your activities.
- **Make announcements at staff meetings or wherever groups are gathered.
- **Involve your managers and employees in needs assessment activities (NOTE: This is critical).
- **Preview workshops at regularly scheduled meetings.
(One technique is to show supervisors a film or a few transparencies featured in an upcoming program as a "teaser." Ask for supervisor support in encouraging their employees' attendance.)
- **Share short summaries of evaluations of your program's activities. Where popular programs are repeated, include endorsements on subsequent program announcement flyers.
- **Prepare an annual report (with an executive summary on the front) which summarizes your needs assessment, delivery, evaluation, budget, participation by employee group, budget and future plans. Draw attention to the report with an attractive cover, charts and illustrations, and be sure to credit all college staff who contributed in making the year a success.

Employees:

- **Develop a short newsletter. With a word processor, a copier, a lettering machine and a few graphics (See our next section), you can create an attractive method of highlighting your program activities and your employees' accomplishments. Distribute to all employees.
- **Get employee recognition programs going as soon as possible. Publicize your honorees. People respond to recognition.
- **Target at least one employee in each key department. Make sure they are involved with your Steering Committee or in some other significant way in your program. Perhaps you could call them personally to "advertise" an upcoming program and ask them to assist in generating interest among their co-workers.
- **Put announcements in other college publications on a regular basis.
- **Try to get on the agenda of various staff meetings or all-college meetings (i.e. convocation or semester kick-off gatherings) to announce programs and invite attendance.
- **Create a booklet which includes summaries of all the programs and activities you have scheduled throughout a term. Include registration slips and phone numbers where people may call for more information. Distribute to all employees the first week of the term.

As a possible alternative, create a staff development calendar that provides a quick overview of each month's activities. Promote each activity at least two weeks in advance with an attractive flyer highlighting the program content and including a registration form. Limit enrollment in your workshops to give them a special appeal. There is no better endorsement than an occasional, "Sorry the workshop is full, but we'll put you on the waiting list for the next one."

- **Keep your messages, in all forms of communication, short and sweet. Focus on the benefits the participant will achieve through attendance.
- **Prepare one-page announcements for your programs/activities and distribute to all personnel. Emphasize what the participant will learn. (See example, Appendix D)

Create Your Own Materials

Whether you decide to become an in-house trainer or not, you will find yourself having to promote the various activities on campus. This will necessitate your having access to a graphics area or becoming a "mini-graphics" area yourself. Because many times you will be involved in last-minute type projects, we would encourage you to strive to establish the following basic components. With these supplies and a copy machine, you can quickly produce attractive promotion materials.

To this extent, we would recommend:

1. **Pictures/Cartoons/Drawings:** Excellent materials can be obtained from sources such as Caddyak Systems, Inc., 201 Montrose Road, Westbury, NY 11590. By writing this company, you can receive a catalog of a variety of materials that may be copied for internal use. We have found these materials to be inexpensive (typically, \$14.95 for a book of ideas) and full of idea-generating materials.

2. **Lettering Machine:** Lettering machines can be purchased for as little as \$300 (reconditioned Kroy) to several thousand dollars for a new unit. Letter wheels and tapes are extra. The lower priced machine will produce the same results with a little more work but will serve you well if your budget is limited.

An example of the various type faces available for Kroy Lettering Machines are as follows (actually dozens of type faces are available):

Helvetica Medium

Helvetica Light

Flash

HELVETICA BOLD

3. Photo Copy Ready Booklets: Some very fine photo copy ready booklets containing a variety of materials that can be duplicated are available at a relatively small cost. One booklet we found especially valuable was Graphics & Symbols, Volume I available for \$61.95 from Dynamic Graphics, 6000 N. Forest Park Drive, Peoria, Illinois 61614-3592. (The graphics used to illustrate this monograph are primarily from this source.)

4. Photocopy Reducing Capability: In order to make booklets for participants, it is desirable to be able to make reductions of transparencies for inclusion in the workbooks. By using reductions, it is possible to get more items on each page, reducing the number of pages required in the workbook.

sample partial page (workbook)

Three Top Desires: Employees

Great Thoughts

1. Interesting Work
2. Full Appreciation of Work Done
3. Feeling of Being In on Things



Expand Knowledge of Opportunities in 6 Major Areas

Now that you have a feel for the overall process, we are going to present you with a variety of ideas for activities/programs you might want to implement under each of the six major headings.

By no means is our list complete, nor should it be assumed that each of the examples would be appropriate at your organization, as once again--local needs will determine your programming.

Sample Programs/Activities

A. Orientation

Following are a variety of orientation-related activities developed and presented at one college. The thrust of these activities is to make each new employee feel important and to provide new employees with basic skills that will assist them in succeeding:

1. New Employee Orientation (College-wide)
2. New Employee Orientation (Department Level)
3. New Supervisor Development
4. New Full-Time Faculty Orientation
 - A. Teaching Methods
 - B. Motivation
 - C. Listening/Communicating/Relating
5. New Adjunct Faculty
 - A. Teaching Methods
 - B. Principles of Learning
 - C. Community College Philosophy
 - D. Tests & Measurements
 - E. Kick-Off Workshops (Pre-Semester)
 - F. Mentor Program

Note: As previously mentioned, a variety of these activities overlap into other areas. New supervisor development, for example, could just as well be listed under B. Professional Development.

B. Professional Development

The following twenty programs were developed and presented by one college, with the purpose of expanding knowledge, improving skills, and addressing concerns that apply to a variety of areas:

1. Management Style & Success
2. Performance Appraisal
3. Organizational Skills
4. Managing Time
5. Motivating People
6. Handling Problem Employees
7. Running Meetings
8. Becoming More Creative
9. Interviewing Techniques
10. Educators and the Law
11. Teaching Methods
12. Gaming Techniques
13. Edu-Drama (Increasing Participation in Lecture Type Classrooms)
14. Micros/Word Processing

15. Telephone Techniques
16. Customer Service
17. Sign Language
18. "Scholar Seminar Series" (Seminars by recognized leaders in education)
19. Making Transparencies
20. Listening/Communicating/Relating

As can be observed, the types of programs range from specific skill building (making transparencies) to major managerial development (management style and success).

Again, to make an earlier point: Where appropriate, programs are open to all employee groups. Thus, a program such as "Becoming More Creative" would have classified, administrators, faculty and mid-management employees attending the same workshop while a program on "Gaming Techniques" would attract primarily faculty and perhaps a few academic administrators.

C. Team Building

Team Building activities are designed to foster a spirit of teamwork among and between various employee groups. These activities assist employees in getting to know each other both inside and outside the formal work setting. Some activities are designed for only one specific group of employees (eg. Mid-Management Day) while others are designed for all employee groups (Annual "Summer Fest" employee picnic). The following represent a series of Team Building activities conducted by one college:

1. Classified Day
2. Mid-Management Day
3. Arctic Survival
4. Desert Survival
5. Administrative Retreat
6. Annual "Summer-Fest"
7. Breakfast Meetings (With Short Programs)
8. ETC (Excellence at Triton College) Publication
(Designed to focus on employees in all areas of the college and includes such topics as featured department of the month, which could be a specific academic department or the college's night crew)

D. Personal Development

Personal development activities can be as broad as one's imagination, as interests on any campus are greatly diversified. Personal development topics can address serious, current-day problems such as caring for aging parents, coping with problems of child care for working parents, or drug or alcohol abuse. Topics can also be directed to mental or physical development or can simply be general interest areas. The range of possibilities can be seen by some of the programs available at one college:

1. Working Parents
2. Aged/Infirmed Relatives
3. Memory Development
4. Stress Control
5. Weight Control
6. "Cassette Club" (A highly popular program whereby Staff Development has acquired over 30 audio-cassette albums and circulates these to interested employees. Most emphasize successful individuals or contribute to "positive thinking" and idea generation.)
7. Exercise & Revitalization
8. General Interest:
 - (A) White Tailed Deer in Chicago/Cook County
 - (B) Ecology of the Coral Reef
 - (C) China: A Personal Perspective
 - (D) Deep Tunnel
 - (E) Food Irradiation
 - (F) Oil Drilling
 - (G) Plantscapes & Landscapes
 - (H) Chicago Architecture
 - (I) Holiday Floral Arranging

Some of the "general interest" programs are organized by other departments and staff development assists primarily in promoting attendance at these events. Occasionally, students are invited to attend.

E. Recognition/Appreciation

Of all the programs/activities developed, perhaps none are as important as those that recognize people and make them feel positive about themselves and the college. With the traditional standard step salary structure and our inability to offer industry-type rewards such as cash bonuses, recognition/appreciation activities frequently are limited to low cost (or no cost) approaches.

Our experience has determined, however, that it really is the thought that counts and thus the more opportunities for recognizing and appreciating people, the more likely people will exhibit characteristics of motivated employees.

Following are nine recognition/appreciation activities implemented at one college:

1. VIP Program (Values In People)

- (A) 100% Club (A program where classified or mid-management personnel who do not take a sick day in a year are given a letter of appreciation from the college president and told to take the letter to the personnel department to receive an extra vacation day. A luncheon also honors awardees.)
- (B) Professional Recognition (Receptions/teas for individuals attaining degrees, writing books or articles, being named to leadership positions in professional associations, or being promoted on the local campus)
- (C) President's Award (annual award for one administrator who has taken on a project far beyond the normal scope of the position and performed at an exemplary level; award is an "oscar-style" pen holder)
- (D) College Speakers (special recognition program for individuals who devote time to promote the college in the community)
- (E) Innovation in Teaching (cash awards provided through the student government to up to four faculty who have demonstrated innovative teaching techniques)
- (F) Celebrities (one individual selected each month from all employee categories; award includes a one-page flyer with individual's picture and article and a special gift provided by area businesses--dinner for two; weekend at hotel; etc.)

2. All Employee-Retirement Dinner (Rather than recognize only top management personnel as is traditionally the case in many colleges, every retiring employee is recognized with equal attention--invited to an all-college dinner, presented with a watch, and given an introduction by his or her supervisor.)

3. **5-10-15-20 Year Pins**
4. **Thank-O-Grams** (special recognition memo in tablet form for supervisors to use in recognizing good work; one college titles similar forms, "Applause, Applause.")
5. **Workshop Certificates/Attendance Record** (professional-looking certificates and a record of participation in development activities forwarded to personnel office for individual's cumulative record)
6. **Featured Presenters** (use of faculty and other specialists from the campus on a paid basis to present programs to other campus personnel)
7. **Awards--Attendance at Workshops/Seminars** (a regular budgeted fund whereby individuals who have served the college well can be sent to special programs such as "The National Conference on Teaching Excellence" in Austin, Texas.)
8. **New Employee Welcome Receptions** (receptions for all new employees held on a semester basis; typically, receptions were limited to new faculty and new administrators. This approach again recognizes all employees as V.I.P.'s.)
9. **An All-Employee Recognition Publication** (a booklet containing a potpourri of accomplishments of all employees for the year including professional accomplishments, community service accomplishments, and a variety of other activities that deserve recognition. Such recognition can range from service on a PTA board to election to a political office to coaching a baseball team to appearing on a television program. This publication is designed with a dual purpose in mind--opportunity for recognizing the individual employee and opportunity to promote the image of the college by publicizing the impact of the college's employees on the community.)

F. Organizational Development

Organizational Development activities are those activities designed to have an overall impact on the entire organization as opposed to individual personnel. Any implemented idea that results, on a broad scale, in increased effectiveness, increased efficiency, increased morale, or increased productivity can be categorized as an Organizational Development idea. Following are samples included by one college:

1. **Culture Inventory** (Use of an external instrument to assess the culture of an organization at any given time--provides insights for staff and organizational development activities.)
2. **Dimensions of Excellence** (A specific three-hour workshop designed to generate from all employees ideas on how to improve customer service, idea flow and employee motivation. Because these three components appear to be intrinsically related to successful organizations, it is felt that this particular workshop belongs on the Organizational Development list. At one college, this workshop resulted in 108 ideas, 25 of which were developed and implemented within the next year.)
3. **P.R.I.D.E. Campaign** (As a result of its strategic planning activity, one college--Triton College in Illinois--developed a value statement that was patterned after statements typically found in private sector organizations. The values were encompassed in the acronym P.R.I.D.E. which meant):

- P. We value PEOPLE as our most important resource.
- R. We value RESPONSIVENESS to our community.
- I. We value INTEGRITY in the conduct of our organization.
- D. We value DEDICATION to the success of our college.
- E. We value EXCELLENCE in our educational process.

The values were given high visibility through posters, buttons, bumper stickers and peel off stickers and serve as a constant reminder of the values the organization wishes to exemplify.

4. **Issues & Answers Task Force** (This task force is one college's approach to the typically unsuccessful suggestion box and is designed to assist in addressing issues of concern throughout the college and provide individuals with answers to their questions. The format also provides opportunities for specific suggestions or simply permits individuals to request a progress report on any area of concern. The major function of the program is to enhance communication--a major component of a successful organizational development effort.)

5. **Doing More With Less Workshop** (This activity involves all areas of the college in an examination of what has been done and what can be done to increase efficiency and effectiveness.)
6. **Motivation, Mice & Money** (This workshop is designed especially for supervisors to reinforce the importance of their role in employee motivation, another significant factor in comprehensive organizational development.)
7. **Attention to Processes** (An analysis of processes can lead to a variety of time and energy-saving changes. One college adopted a calendar of critical deadlines to bring order to what was formerly a series of "last-minute, emergency type requests" for project completion. Other changes assisting in improving processes included the adoption of a standardized meeting agenda and format for typing minutes and writing reports.)

Chapter VII: Evaluating the Program



Don't Forget to Evaluate Your Programs

Without evaluation, you have no way of knowing the impact of your activities or programs.

Evaluation is both the easiest and the most difficult to do. It is easy to obtain immediate feedback in terms of opinions of participants on the value of the program.

It is difficult to assess changed behaviors as a result of the program and even more difficult to assess the total impact on the organization.

The challenge to all staff development personnel is to continually fine tune their evaluation processes because continued support will be highly dependent upon the ability to document results.

Evaluation can occur at four levels, ranging from basic to advanced. The chart on the following page illustrates the level, thrust and result of each:

Evaluation—Analysis of Four Levels

Level	Thrust	Result
Basic I	Reaction	Determines what participants think about program or activity. (Evaluates through opinion analysis)
Basic II	Achievement	Measures participants' achievement. (Determines whether goals of program-- facts/skills/principles were attained)
Intermediate	Behavior	Determines if participants have modified their on-the-job behavior and are using the content covered
Advanced	Impact	Measures whether training has had a positive impact on the organization in terms of such diverse areas as improved quality or productivity, improved customer relations, improved morale, etc.

Note: Without the inclusion of specific skill training, it is difficult to assess the impact in terms of either individual or organizational change. Information-type training may provide important material, but is extremely difficult to assess.

Further thoughts on a variety of evaluation techniques are as follows:

Open-Ended Assessment:

This type of instrument simply asks individuals to assess the quality of the program/activity. Essentially, did they feel it was valuable or not? The instrument may ask the individual to rate various components on a scale of 1 to 10, for example, or to compare the quality of this program with other programs experienced by the participant.

Frequently, this format will also ask for suggestions on areas where improvement could be made in future programs. Although the feedback provided is nice to know, the value is minimal.

Directed Assessment:

This type of instrument typically asks the same type of information as the one above, but asks for specific response in terms of what material was especially helpful, whether the individual found any ideas especially valuable--and if so which ones--and whether the individual plans to apply any of the idea gained.

Spaced Follow-Up:

This type of assessment permits a period of time to pass and then requires a contact with the participants via a written instrument, asking whether or not any of the idea gained have been put into use.

Supervisor Follow-up:

This approach involves either written or verbal contact with participants' supervisors to determine whether the supervisors have noticed any change in behavior as a result of the workshop. This approach does enhance the quality of the evaluation but also requires supervisors who are well versed in the content of the programming and the behaviors that are being addressed.

Longitudinal Assessment:

This approach is designed to evaluate the impact of a program on the organization. It can be best explained by illustrating how it was used in the "Dimensions of Excellent" workshop noted earlier:

- Step I:** Conduct workshop and generate ideas.
- Step II:** Assign task force charged with analyzing ideas, identifying those that appear especially promising, assisting in implementing those requiring minimal effort, and sending those that appear especially promising to appropriate area with request for implementation and/or status report.
- Step III:** Ideas implemented or reports received as to why implementation not possible or possible but not until further time and attention given.
- Step IV:** Task force records successes.
- Step V:** Success reported back to original group generating ideas.

In the case of the above workshop and process, 25 ideas of the 108 received were implemented in the course of the following year. The approach was particularly successful as it made "true believers" out of the workshop participants who were accustomed to experiencing workshops with little or no follow up.

Parting Thoughts...



Best wishes to you as you prepare to enter the exciting and wonderful world of staff and organizational development.

If your program reflects the needs of your organization, it will succeed.

Recognize the balance between progress and perfect. Move forward even if your plans are not perfect. It is important to show activity and enthusiasm early on. Look for a positive need to which the organization will respond and which you can deliver with quality.



Appendices

APPENDIX A: Survey of Staff Development Activities Occurring and/or Planned

Category	Objectives	Staff Development Activity	Target Population and # Participating	How Often During Year?
Orientation (M)	To familiarize new staff with policies and procedures of the college and to make the transition of the new employee as smooth and productive as possible	Conduct a 2-hour session which includes a slide presentation plus a discussion on the benefits, policies and procedures, etc.	All new college staff (#?)	24
Orientation (M)	New staff orientation	Information Systems procedural manual	New employees of Information Systems Dept. (#?)	1
Orientation (M)	Admissions new employee orientation	Orient new staff to college policy, procedures, staff, facilities, and campus	All new Admissions employees (#?)	When new personnel are hired
Orientation (A)	(1) Expand attention devoted to the orientation of new faculty (2) Increase opportunities for new faculty to exchange ideas with faculty in other areas (3) Provide opportunity for new faculty to review their own teaching methods and to be exposed to new ideas for application to their areas	(1) Conduct 4 workshops for new faculty (Fall '83): -Teaching Methods -Motivation:1 More Time-I -Motivation:1 More Time-II -Listening (2) Obtain feedback from new faculty at conclusion of above for future programming	Faculty (new full-time) (15-20)	4
Orientation (A)	To provide full-time faculty who mentor new, first-time credit faculty in their discipline mentoring skills necessary to fulfill their role	Mentor program	Adjunct Faculty (50/semester)	Ongoing

EXAMPLE OF ONE OF SUMMARY SHEETS FOR CATEGORY "ORIENTATION." Top entry is as follows: Item was submitted by mid-management person (M), objectives relate to general college orientation, activity suggested was 2-hour session, target was all staff, frequency suggested was 24 times yearly (every other week). As noted, this is one of a series of sheets summarizing activities that were presently occurring--or were in planning.

Appendix B

OBJECTIVES

The Key to Success...From Day 1 (Teaching Methods--Adjunct Faculty)

At the conclusion of "Key to Success...From Day 1," new adjunct faculty will be able to:

1. Describe major differences between "Superstars" and "Other Extremes" in faculty as seen through the eyes of faculty.
2. List four major success factors in getting off to a positive beginning and continuing to be successful throughout the term.
3. Know where to locate specific techniques relating to the four success factors.
4. List five principles (laws) of learning that are critical to successful teaching.
5. Identify the #1 fear of the average person and be able to describe techniques to assist individuals in overcoming this fear.
6. State why "understanding" and "remembering" are not the same.
7. Describe the normal pattern of memory loss.
8. Identify the fact that there are ten specific habits that differentiate poor listeners from good listeners and be able to state these ten habits for sharing with students.
9. Apply ten ideas that will assist students in converting "understanding" to "remembering."
10. Discuss why the studies of Rosenthal and Jacobson may be the most important ones for anyone in the field of education.
11. Be able to describe the value of reviewing notes and of spaced recall in long-term retention of material.

Appendix C

Motivation, Mice and Money

In "Motivation, Mice and Money," participants will....

- Become aware of what may happen when the managers away.
- Understand the difference between a "training" problem and a "motivation" problem.
- Learn why a business with tens of thousands of potential customers passing by daily went out of business.
- Become aware of the "fatal flaw"--those five words that spell disaster for business.
- See the connection between mice and motivation.
- Learn the 3 things that employees want most and compare these with the three things managers think they want.
- Learn the 4 most important words in employee motivation--and in customer relations.
- Recognize the critical importance of "psychological oxygen."
- Understand the 3 basic needs of all employees.
- Become aware of the 6 major job satisfiers and 9 major job dissatisfiers.
- Become aware of 3 ideas that can result in improved employee morale.
- Understand why having a button to push is so critical.
- See the critical role the manager plays in employee success.
- Become familiar with the "EMI" (Employee Motivation Index).
- View a new format for increasing standards of excellence.
- Know why it is important to "worry" about motivation.

TAPPING CREATIVE POTENTIAL

Part II

Tuesday, April 29, 2 - 4 p.m.

College Center, Room C118

Open to all Triton College employees

(Part I attendance not required to enroll in Part II.)

In this workshop, you will learn:

- How to grow your own idea tree
- How to play with words for fun & ideas
- Ten "Keys to Kreativitiy"
- Why experts aren't so smart
- Six roadblocks to creativity
- The value of "what iffing"
- How visualization stimulates ideas
- How positive discontent opens minds
- Strange habits of creative geniuses
- Why laughing is a miracle drug
- How ideas & attitudes mesh
- Ten stages of an idea
- Ideas: The Home-run Fallacy
- Ten locks to creativity
- How to cure idea anemia
- Several outstandingly successful failures
- Why traditional problem-solving approaches stifle new ideas
- How organizations can stimulate ideas



Principal presenter for Part II will be Vern Magnesen. Included will be practical applications of material presented by Dr. Robert Cwertniak in Part I. Bob will assist in making connections between theory and application. A fill-in type workbook and a variety of individual/group activities will also be included.

Please enroll me in Tapping Creative Potential--Part II:

Name: _____ Ext.: _____

Return to the Office of Staff & Program Development, Room L320, or reserve a spot by phone (ext. 285). Because enrollment is limited to 35, reservations will be accepted based upon date received.

ksh

Distribution: all employees

About the Authors...

Lynn Sullivan Parker has served three community colleges since 1973 when she accepted the position of Counselor and Instructor of Psychology at Laramie County Community College in Cheyenne, Wyoming.

Positions in Instruction, Student Affairs, Continuing Education, Career Education and Human Resources have provided Lynn with a broad and varied perspective on higher education and its staff development challenges. Graduate degrees in Higher Education (University of Colorado) and Management and Marketing (Northwestern) further broaden her experience and viewpoints.

She is presently Vice President of Planning, Marketing and Human Resources at Florida Community College and a member of the Executive Board of the National Council of Staff and Program Organizational Development. She can be reached at FCCJ, 501 West State Street, Jacksonville, Florida 32202, (904) 632-3315.

Vernon A. Magnesen recently completed his twentieth year at Triton College in River Grove, Illinois. He began as a classroom teacher and moved into administration, serving as Assistant Dean of Technology, Dean of Career Education, and Associate Vice President, Academic Affairs. In his most recent assignment, he was responsible for the Office of Staff & Program Development.

Vern has delivered workshops, seminars and speeches in 12 states from Rhode Island to California. He served as a consultant/evaluator for the North Central Accrediting Association for over ten years and is a past-chairman of the State of Illinois Advisory Council for Adult, Vocational and Technical Education.

Vern is author of a book, 64 Techniques for Coming Up With New Ideas--An Idea-Generating System, and has authored a variety of articles appearing in such publications as Training & Development Journal and Training Magazine.

Vern left Triton College as of July 1, 1987 to move into consulting, workshops, seminars and keynote addresses on a full-time basis. He is currently Senior Associate, V. A. Magnesen & Associates, 953 Fairfield, Elmhurst, IL 60126. (312) 832-4341.



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